

Break

Daylight on JASP

There is news for the Whitehall watchers who have been asking each other "what's been asking for the Joint Approach in Social Policy?" since the Government's new concept first dazzled them.

A report on one of the first items on the 1975 menu for inter-departmental study, "Services for children of working mothers", has been sent to the printer. It is likely to be September before it is seen. The report, though it is not yet clear just how much daylight will be shed, no decision has been taken on whether it should be published or merely circulated among the departments and ministers concerned.

The plans for a more co-ordinated approach to social policy making were first disclosed in full in the TES in May 1975, but confirmed three months later in a report from the Central Policy Review Staff, by which time the Joint Approach had evolved into a framework for social policies with an acronym much less likely to catch on (it is still known as JASP).

The ambitious aim was to get the Departments of Education, Health and Social Services, Employment, Environment, the Home Office and the Treasury to work together instead of independently (or against each other) in their overlapping social policy fields.

Guidelines were to be developed from six-monthly meetings of ministers, long-term and specific studies embarked upon, and improvements made in social monitoring.

The key assumption was that public spending could be better controlled through joint studies of priorities, and that social policy decisions could be taken on a better, and more co-ordinated, evidence.

It was also assumed that the JASP's potential would probably be realized by an extension of the Central Policy Review Staff's own work on issues that cut across departmental boundaries.

What seems to be the way it is working out, there has been little evidence of Ministers, or even Permanent Secretaries, taking part in joint policy discussions, and even less sign of deliberations having any effect on Government spending policies (the Chancellor of the Exchequer has been subject to rather more compelling influences).

However, the think tank's staff

has been keeping away with members of some of the departments concerned and "Services for children of working mothers" is one result of this collaboration.

The report concentrates heavily on pre-school needs, though it also deals with after-school provision, and is likely to be controversial since it emphasizes the paramount need to run across DES and DHSS boundaries and integrate some of the confusing tangle of services for the under-fives, which is the only way a policy can make sense both for the children and working mothers. There are thought to be Whitehall sheldards still pecking the view that the first priority is to keep women in their place in the home (are they in the DHSS rather than the DES?).

It is a decision on whether to publish the report in a general section will depend on just how seriously the Government is pursuing the women voters in the wake of the Prime Minister's pledge to make the life of working women easier. A coherent pre-school policy could be almost as effective as tax concessions.

Stirrings down in dockland

Blight unemployed workers are now at work on the Isle of Dogs in London's East End, producing resources materials for community schools, by courtesy of Nelson the Educational Publishers, SGS Associates (who design and produce school materials) and, of course, the Manpower Services Commission.

The MSC put up £28,000 under the Job Creation Programme to employ eight people for a year, according to a plan put up by David Worlock, executive publisher at Nelson and Tim Sherwell, managing director of SGS. The two firms also put in £3,000 for administration, transport and equipment—the resources to make resources—and add other intangibles like time, ideas, and energy.

It is a plan, says David Worlock, "School visits are part of our daily lives. We could see the great waste of people because of teacher unemployment, and on the other hand teachers in schools who didn't have enough time to prepare their own materials."

When the MSC first announced the plan, it found a base in the rebuilt George Green's community school in the Isle of Dogs (the head, James Loomer, found it there on a managerial basis) and advertised in the TES for unemployed teachers. Then came the agonizing job of whittling down the list from 1200 enthusiastic applicants, which was depressing, but at least gave the chance to pick a mixture of experience and the newly qualified. The project leader, Wynne Thom, has taught social studies for around five years.

So far the project has produced some environmental studies centred

on their Isle of Dogs base and some other trails done up and down the Thames, and developed a social/sight vocabulary for adult literacy work which draws on what is available on the streets in terms of posters and such. There has been a good deal of interaction between the teachers and the sponsoring firms, but in spite of that, early suspicions in the commercial sector seem to have evaporated.

When the first year's grant runs out in November, Worlock hopes they will get an extension from the MSC to continue under the Special Temporary Employment Programme (STEP). Some of the original teachers may have found permanent jobs by then, so they will recruit more and move into social education for the 14-16 age group.

Break point

If Gerry Fowler struck a chord with his account of "little local difficulties" in his column a couple of weeks ago, you may like to know that the Half-Term Movement he wrote about is to be found at 97 Larkhall Rise, Loughton, S.W.A.

The campaign to coordinate half-term holidays was started by a group of Battersea mothers who were fed up that their children's breaks so seldom coincided, but it turned out that their most eager members were teachers for whom the problem was compounded. Some of them can never get away with their children at half-term.

Nevertheless, they have had little luck with the NUT, who tend to refer them to equally unhelpful local branches. A bit of support has come from MPs and members of the House of Lords, and quite a lot from House of Commons and local education authorities, who do sometimes consult about dates with neighbouring L.E.A.s, though this rarely goes far enough.

The stumbling block seems to be that many L.E.A.s and governing bodies like to cling to their rights to make their little decisions on their own. They have heard from one Liverpool woman with children at an infant and junior school on the same site, but with different governing bodies who could not agree on the same half-holiday.

When the movement wants a national body to leave guidelines, but they cannot stir up any body of opinion. The National Association of Local Education Authorities, said quite frankly that they were in business to prevent any infringement of their independence.

Other talents

The Odeur Award was started three years ago by the Children's Rights Watchdog, a home "non-blessed" book of literary merit for children. The idea was to counterbalance the emphasis on aesthetic criteria of "conventional awards"—like the Carnegie and Kate Greenaway medals—and look instead for "a wider and more accurate representation



"Ignore him, paying those about is supposed to improve our horizon."

tation of human experience and situation" and especially to make sure that groups which usually suffer prejudice or are ignored get a fair crack of the whip.

It is a happy coincidence then that one of last year's Other Award communitarians (no prize attached) should also be the winner of the prestigious 1977 Carnegie medal announced last week. Gene Kemp's *The Turbulent Term of Tyke Tiler* was described by our reviewer as a "splendid piece of unisex fiction". This could be evidence that conventional awards have seen the light of day.

But the Other Award really does recognize literary merit as well as fair play in the treatment of race, class and sex roles. Or just that a good book is a good book.

This year's Other Award common-places neatly cover all categories. Rosemary Sutcliffe's *Sons for a Dan* Queen is the story of a boy of the Iceni and her flight against the Romans; *Discovering Africa's Past* by Basil Davidson is history from the African point of view and *Gipsy Family* puts the life of travelling people in an unromanticized perspective.

But the award's chief recommendation is to be recommended by the award coincides with its birth anniversary. More of a tribute than a mark of recognition.

You journalist, you!

One of the hottest academic disputes in American education is about "white flight"—the migration of white families from the cities in the wake of court-ordered desegregation of schools.

The issue has stirred up much controversy, reports David Walker from Washington. It is of obvious social and political weight, and measuring the alleged phenomenon

involves abstract statistical and methodological questions. As it is high school, however, the very have been given an answer to an age old riddle: "What is the link that binds us all?" The answer is: "The link that binds us all is the link that binds us all."

To savour the venom we need know that James Coleman, the educational researcher, started his work in 1975 under the auspices of the Educational Research Association, which showed that white families deliberately chose to move to school districts engaging in desegregation and racial desegregation ordered by courts.

Enter protagonist Christine Sell, of Boston University, who in a 1975 paper to the American Educational Research Association, which showed that white families deliberately chose to move to school districts engaging in desegregation and racial desegregation ordered by courts.

Ravitch, an educational researcher, is making her name as a revisionist. Her recent book, *Revolutions and Revolutions*, is an attack on Bowles and Gintis' other non-believers in the purposes of the schools.

On one side Russell, on the other Ravitch... this is a dispute which incidentally has shades of the old argument about the schools' role in the light of two women having each other.

Russell's latest work is her new piece of investigative journalism, *Condemned to Repeat*, in which she is condemned for ever in the realm of statistics and social scientists. Ask her what a student regression coefficient or an interrupted time series is! It's just crazy to debate statistical analysis with a journalist like Ravitch.

"Does she think we go through years of training to understand this statistical stuff for nothing?" not just to make work for the scientists. She's got to be in the head and never did want to understand what this is all about anyway.

The scientists will, in fact, resolve their disputes. Although the education authorities in the like Boston and Atlanta are voting with their feet, the possibility that the teachers' policies that have been years in the long run, actually affect the purpose of increasing racial contact among races is small.

Artists

Next week

Thinking on the timetable. Edward de Bono's book has been bought by 4,000 schools and colleges. Virginia Madans finds out how they work in practice.

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Educational Supplement

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The work of the Waddell steering committee on proposals for a common system of examining at 16-plus has been essentially an exercise in credibility. The report published last week (pages 6 and 7) does not differ markedly in its conclusions from the Schools Council recommendations in 1976: that a common system is both desirable and feasible. What it has done is to give the Schools Council's work on the authority and weight of its membership and partly on the workable document they have produced—with the strong twin presence of the DES and the HMI very evident in both.

Closely reasoned and thoroughly researched as the available data, it has drawn both the producers and users of exams into its deliberations, as well as the Schools Council itself, and consulted specialist advice from a range embracing cost accountants and subject associations. Though it has not produced final answers on several of the most critical questions, it can be seen to have systematically reduced the areas of doubt and weakness. It certainly seems to have elicited the critics.

The task was not just to vindicate the Schools Council but to convince Mrs Williams, the education world, employers and the public at large that such a system was not only feasible but would not endanger standards—for which the GCE boards are seen by some as a last remaining bastion. It is clear from the report that the committee took very seriously

Ring of confidence

It was implicit in Mrs Shirley Williams' brief to Sir James Waddell's group that a 16-plus to replace the educational and organizational wastefulness of the overlapping O level and CSE exams was desirable. The whole logic of comprehensive education, or any attempt to meet the needs of more children, points towards it. It was not any part of their remit to consider (as some voices both inside and outside the steering group have urged) whether it would be better to do without exams altogether.

Williams wanted them to study the major uncertainties as to administration and cost and, most important, educational feasibility. The task was not just to vindicate the Schools Council but to convince Mrs Williams, the education world, employers and the public at large that such a system was not only feasible but would not endanger standards—for which the GCE boards are seen by some as a last remaining bastion. It is clear from the report that the committee took very seriously

the job of reassuring the public that standards will be maintained; they were even keen to make the proposed new system sound as much like the old as possible.

Waddell's education study group was able to base its conclusions on more evidence than the Schools Council did, because many of the original pilot studies had been developed further in the succeeding two years, and to consult more in the light of this. But one thing that the evidence does show is that there is less experience of how best to cater for other than the middle, and there must be much development work still to be done in the use of alternative papers or such devices as tariff questions (with different mark weightings), particularly in the linear subjects such as mathematics and modern languages. Starting in 1985 is clearly more realistic than starting in 1983. And one thing that teachers and parents will have to understand and concur on is that, although invidious

choices would no longer have to be made at the end of the third year, there will still be later choices to be made on whether pupils should go for the more difficult papers and questions.

The cost study group, like the Schools Council, decided that a 16-plus need not be any more costly than the existing system. Those bitter critics who went to town on the Schools Council's sums, however, will this time find in part two of the report all the detailed figures you might expect from a team of accountants led by the DES's own cost accountant and the now ubiquitous heavy mob from Peat, Marwick.

Continued on page 2

No comment

Applicants should have the skill and commitment to create appropriate teaching schemes for students on a course designed around the concept of environmental mastery for unemployed working class youth. The must include literacy and language teaching, and the ability to design reinforcing elements for incorporating into urban survival and world of work areas which may be workshop or general styles of teaching—from an advertisement for a lecturer in literacy in an L.A. education department's internal circular.

Rows halt schools race probe

by Caroline Haydon

A top level working party set up in a blaze of publicity last autumn to combat racism in schools has quietly stopped work after a series of disagreements.

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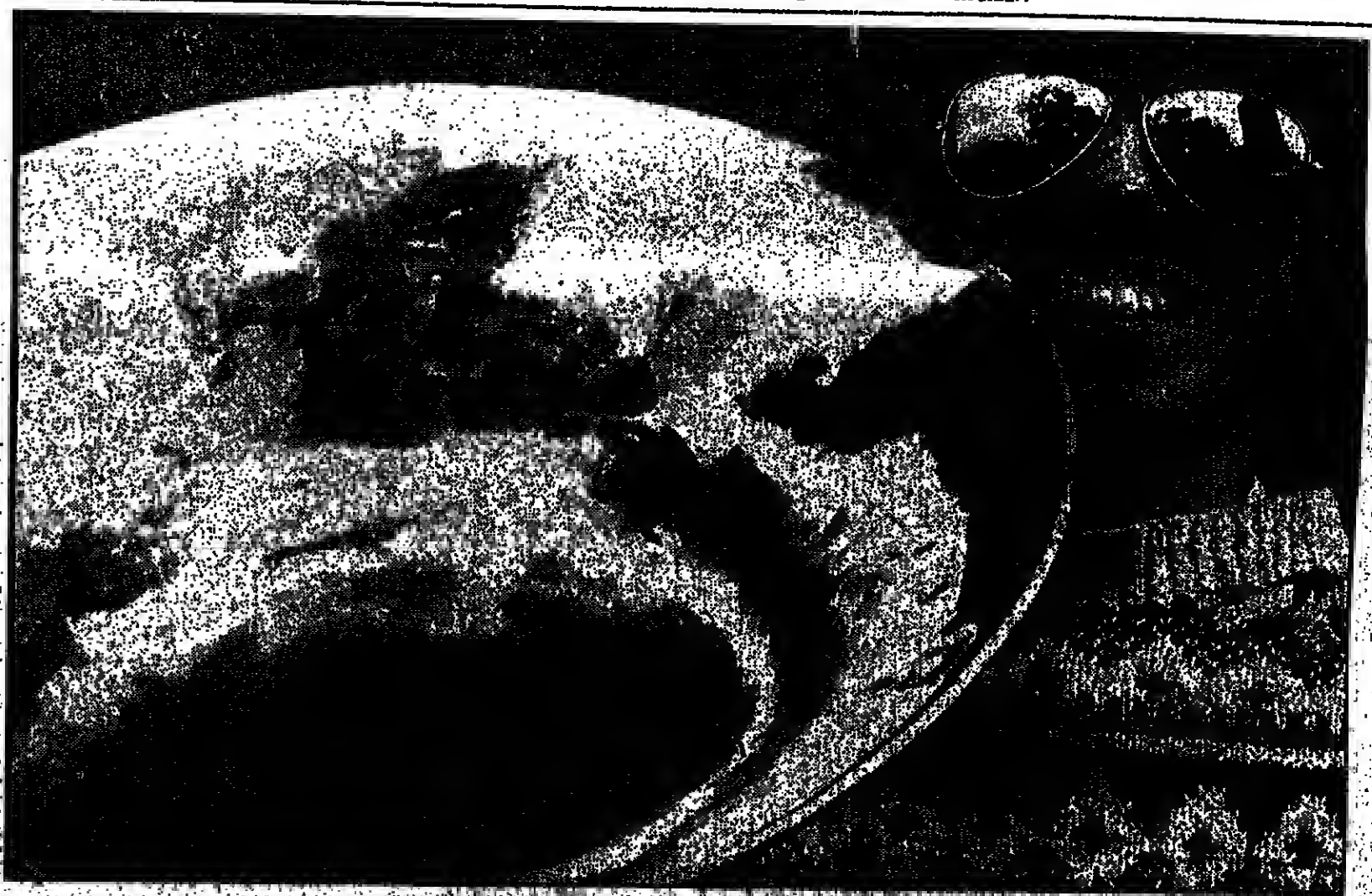
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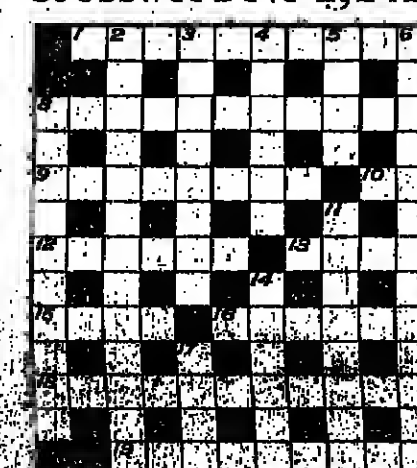
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continued on page 3



"Marvellous do," Gerald Haigh on the National Festival of Music for Youth, page 48. Review, page 47.

Crossword No 1,141



Across

- West in the air (10)
- The local plankton? (6, 7)
- Had me not without injury (8)
- Still by legal logic (14)
- Modern speed limits in tendency (10)
- Place a Scot on the runway (6)
- An predetermined (10)
- Charmless? (10)
- And a terrible grin did the reverse (8)
- Drop in temperature as an exaggeration of the cold (10)
- But this group got mean during Sunday's regime (10)

Down

- Not the car for a downtown driver (4, 5)
- Should provide a short cut at table (3, 5)
- Dressed up of course (6)
- Did the quiver give him a sore back? (4)
- Recurrent traditional Blues time (6, 7)
- Whence o' desert winds may emanate (7, 8)
- Eighty? (10)
- No meeting place for mathematicians (8)
- Active service top cover (3, 5)
- Give the 16 direct (4)
- Solution to Puzzle No 1,140 (10)

Bridge

Presumpting, and the doubles which often follow, provide much of the excitement in rubber bridge, and many of the biggest aches. Here are two recent examples:

East opened three clubs (which cannot be beaten), but South (vulnerable) called three diamonds, the one-up convention asking for partner's best suit. North forgot the convention and raised to five diamonds which West doubled. With his superb controls, North redoubled.

West led a small diamond which declarer won with the king. The right play of course is to finesse the 10 of hearts, run a small club play and the ace of hearts, but the queen of hearts was held by the declarer and the only loser was West's two aces and one club, for one down. It was a fall to cash

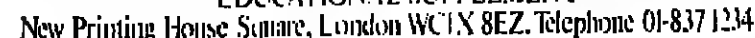
his ace of spades when in with the ace of trumps he will be outplayed later and South will actually make the contract.

On this occasion, however, South failed to visualize the dummy rouble, did not think hard enough at the first trick, and led a second trump. If trumps had split two-two this would not have been disastrous, but West caught his chance and cleared the trump. Cut off from his own hand, South lost his way completely and took a penalty of 2,200.

Later in the evening the same declarer was the luckless West in the following NS vulnerable:

The game East attempted, at three episodes which cannot be beaten but is a bad bid on such a strong hand. I bid four no trumps with the South hand, which my partner interpreted as "unusual" but I had bid four diamonds only. East, holding the ace of diamonds, kept the defence would go astray when faced with seven or eight diamonds on trumps.

John Gray



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**M** MACMILLAN
EDUCATION

CLEA's annual meeting

DES at work on 'blacklist'

The Department of Education and Science has drawn up a list of 80 to 100 colleges and polytechnics which would be taken out of local authority control if the Oakes report on the management of higher education is not implemented, it was alleged last week.

Mr Peter Horton, chairman of Sheffield education committees, told the annual meeting of the Council of Local Education Authorities that the plans were being prepared by the department's civil servants.

And Sir Ashley Bramwell, leader of the Inner London Education Authority, said the four that local authorities would lose £400m if they lost control of polytechnics and colleges.

Mr Horton and Sir Ashley, both Labour politicians, were joined by Mr John Barnes, the Conservative chairman of Kent education committee, in welcoming the Oakes report which, they said, put forward a sound general framework within which the maintained sector of higher education could develop over the next 20 years.



Peter Sloman tells the meeting: "New joint council will be able to make binding agreements"

Stephen Cohen reports from Sunderland
New council to negotiate conditions of service

A joint national council which will negotiate teachers' conditions of service will be in operation by the end of the year, delegates were told. Talks between the two local authority associations representing the counties and the metropolitan areas have progressed well enough for a new body to be set up.

Mr Peter Sloman, education officer of the Association of Metropolitan Authorities, said letters would be sent out soon to local authorities about the joint council.

The need for a national negotiating body was made clear earlier this year when it was realized that the Association of Metropolitan Authorities and the Association of County Councils could not conclude agreements which would be binding on their members. The two associations made up the Council of Local Education Authorities. It was a specific document on teachers' conditions of service which pointed out the anomaly.

The new joint council would be able to make binding agreements on salaries and conditions of service in the same way as the annual report said it would be given to be free of Government control in negotiating pay.

The National Association of Teachers is opposed to the new council, saying it would be a "bureaucratic" body. Mr Hart, the association's general secretary, said in a statement yesterday that it would be a "bureaucratic" body. He said, "It would be a body to put the clock back, not an association which is trying to make the joint council give a proper voice."

Mr Tom Caulcott, secretary of the Association of Metropolitan Authorities, warned the Council of Local Education Authorities last week against being taken by surprise by rising school populations in the 1980s and 1990s.

Mr Caulcott said the present occupation of the education service was rightly with falling numbers of school pupils. But, he said, "Short of some cataclysmic change, the numbers of pupils in both primary and secondary schools are going to rise."

"That rise must start to occur in primary schools at some point in the late 1980s and in secondary schools in the early to mid-1990s."

A failure to recognize that there would be a change would be disastrous, he said. It had been difficult during the 1970s to get education spending down from its unrealistic planned rate of growth to one which was more in line with reality of both the economy and the numbers to be educated."

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Mr Caulcott said that education spending in 1977-78 was less than in 1976-77. He said, "The Department of Education and Science has been criticized for ignoring the fact about falling pupil numbers."

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Politics for all—'no need to fear bias'

by Stephen Cohen

Political education should be taught in schools despite the fears of indoctrination, bias and possible insurrection by pupils who are given a taste of democracy. This is one of the recommendations in a report published this week by the Hansard Society.

All secondary school pupils should be given a basic understanding of politics so that they can cope with political issues and problems in industrial and everyday life. And every teacher should have a course on politics. Existing teachers should be offered in-service courses and specialist centres should be set up to develop the curriculum.

The report comes after a £40,000 three-year research project funded by the Nuffield Foundation. Dr Bernard Crick, professor of politics at London University, headed the project team. Demos of the report were published in the TES last December.

The report makes clear that political education has been a neglected area in schools. "The need was plain both for more of it and for a greater clarity of purpose about its objectives and methods."

And in a briefly stated section of the report, it says: "It should be done: there is no need to fear what is one of the greatest parts of our cultural heritage even if one still feels the least fulfilled in terms meaning."

While we share the fears of local authorities and parents that the curriculum (whatever the subject) we do not share the hopes of those who believe that methodical can be produced which are guaranteed value-free and will eliminate bias."

Teachers should be aware of their own biases and their job is to make pupils aware of theirs and

to alert them to the implications of particular prejudices or perspectives.

"Such bias is human, venal, inevitable and actually educational. Plainly if we want citizens, we have to tolerate some of the unpredictable inconveniences of action and participation. We have to teach or for the pupils learn skills relevant to political action."

The possibility of pupils becoming enraged at the undemocratic nature of their schools is not ignored by the report. "The politically literate person is not merely an informed spectator: he is someone capable of active participation or of positive refusal to participate."

At the same time the politically literate person, while tolerating the views of others, is capable of thinking in terms of change and of methods of achieving change.

"We recognize that the chief difficulty lies in the way of educating for political literacy is not that this might encourage bias on the part of students or indoctrination on the part of teachers, but that it should inevitably and rightly encourage action."

Schools could probably do little to effect the way a person would vote, the report says. The basic social values which condition a child's partisan political attitudes are more present outside school than within. But schools could help children examine how views were held—whether peacefully and tolerantly, or violently and blindly,

for instance—and equip them to deal with injustice.

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The possibility of pupils becoming enraged at the undemocratic nature of their schools is not ignored by the report. "The politically literate person is not merely an informed spectator: he is someone capable of active participation or of positive refusal to participate."

At the same time the politically literate person, while tolerating the views of others, is capable of thinking in terms of change and of methods of achieving change.

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Waddell gives the green light for a common system at 16-plus

The abolition of GCE O levels and CSEs in favour of a common 16-plus exam came a step nearer last week with the publication of the Waddell Steering Committee report. The committee's carefully phrased verdict was that a common system of examining was "educationally feasible". It accepted earlier Schools Council recommendations that such a system was desirable to end the confusion often caused by the present dual system and the waste of time and energy involved in administering it.

It agreed that schools should no longer have to decide between two exam systems early on to a pupil's career.

Its main recommendations were:

- The new exam should be judged on a seven-point grading system, with the top three grades being on a par with the present O level pass grades A, B and C, while the remaining four would be equivalent to CSE grades 2, 3, 4 and 5;

- It should have an additional "ungraded category" for those whose performance did not merit a certificate;
- alternative papers should be provided in some subjects, such as maths and modern languages, to be taken by candidates of relatively high or relatively low ability;
- existing GCE and CSE boards should re-group according to region, forming about four groups in England and one in Wales, each containing at least one of the present GCE and CSE boards;
- each school should still be free to choose exams provided by groups other than the one in its region.

It was not part of the Waddell Committee brief to go over the arguments in favour of a common system, which have already been accepted by Mrs Shirley Williams, the Education Secretary. Its main task was to decide whether such a system could be introduced

"without creating major educational difficulties" or impairing the reliability and usefulness of the exam system.

Now that it has decided that "candidates in the ability range for which a common system must cater (i.e. the upper 60 per cent of the whole ability range) can be placed appropriately on a single grading scale" and that "a common system need not affect adversely the education they receive", it is clear that the green light for the 16-plus has been given.

Mrs Williams has agreed with the committee that it is desirable to end the uncertainty which has surrounded the exam. A "firm decision" is promised in the near future and is expected in September.

Waddell suggests that the new syllabuses could be introduced by the autumn of 1983, with the first exam under the common system in 1985.



Sir James Waddell.

The exam: five different ways to do the job

Not all subjects lend themselves to exams where all candidates take the same papers. In some, such as mathematics, modern languages, physics and chemistry, alternative papers are needed, if the full range of appropriate skills and concepts are to be tested.

That was a main conclusion of the committee's Educational Study Group, whose findings are summarised in the main report.

The group produced this definition of a common system of examining:

"A single system providing examinations designed for candidates in the same ability range as that for which the GCE O level and CSE examinations are currently designed. The examinations may take a number of forms ranging from a common examination where all candidates take the same papers or other tests, to a differentiated examination where candidates, in addition to taking common papers, may choose between alternative papers or tests set at different levels of difficulty. All grades must however be awarded on a single scale and all certificates must bear a common title." The committee accepts this definition.

Both the study group and the whole committee agreed that any system of examining has imperfections: had O levels and CSEs been subjected to the same scrutiny given to the joint exams, a good many of the same problems would have been shown up. When shortcomings in the joint exams were shown by O level and CSE, they were set aside (although attention was drawn wherever possible to changes for improvement).

The committee also accepted the generally agreed principle that in the relationship between exams and the curriculum, the curriculum should lead.

The Educational Study Group concluded that a common exam would require a greater variety of examination techniques than either the CSE or O level exams.

Greater use of practical tests and

oral assessments would be needed, and school based assessments of work over a period of time was valuable. These advantages did not only apply to average and less able candidates: there was evidence that able pupils could be effectively judged by school based assessment pitched at the appropriate level.

The group outlined five different examining strategies:

- (i) common papers taken by all candidates;
- (ii) common papers taken by all candidates, but containing questions designed to present different degrees of difficulty (for example, structured questions which all candidates are expected to attempt and which have a built-in "incline of difficulty");
- (iii) common papers taken by all candidates, but containing questions/part-questions with stated different mark weightings (difficult questions which involve choice of question on the part of the candidate);
- (iv) a common paper taken by all candidates, plus alternative papers reflecting different approaches to the subject and/or different forms of assessment, but which are not intended to be at varying levels of difficulty. Candidates can attain the highest grades whichever papers they choose;
- (v) a common paper taken by all candidates, plus alternative papers which are intended to be at varying levels of difficulty. If the candidate chooses an easier alternative paper, it cannot normally attain the highest grades.

There is an important distinction for candidates between the first three—where all candidates take the same papers, though there may be important choices between questions—and the last two, which have alternative papers.

The evidence suggested that for some subjects, alternative papers would be needed. This applied particularly to subjects such as maths and modern languages, where differentiated papers are used to enable all candidates to show what

they can do, and to allow items appropriate for some without distorting the curriculum for others.

The group believed that techniques existed to compare performance on papers with different levels of difficulty—for example a bad performance on a hard paper with a good performance on an easy one. It helped if some papers, or other kinds of assessment, are common to all candidates.

Both the group and the whole committee believe that the present distinction between three models of examining are now unrealistic, and should be abandoned—there are too many "mixed" schemes for the present distinctions between Modes I, II and III to make sense.

The group reviewed the experience of the trial common exams in different subjects.

In mathematics, they found that "the nature of the subject—emphasising the acquisition of basic skills

of numeracy and the understanding of abstract concepts" had presented difficulties for curricular use set common papers for all candidates: "board" options or alternative papers were needed.

In English language, the group concluded that a common exam was feasible. But the discussion-type essay and précis, among other forms of composition, tended to be beyond the reach of all but the more able candidates.

The committee believes that the more successful trial English exams tested a broad range of written and oral skills, and added to the knowledge and experience already gained in the dual system by the exam boards.

In biology—unlike physics and chemistry—the evidence shows that a common approach could succeed. Careful attention had been paid to the suitability of syllabuses and assessment procedures for candidates

dates throughout the two ability entering the joint exams in question, and to the sense of sufficient numbers of less able candidates to avoid judgments to be made by examiners, said the group.

In cases it was found that the sorts of operating the joint exams had devised syllabuses and tests of elements from the level and CSE syllabuses of some subjects, the result was a syllabus and examination designed for either end of the ability range was outlined. Some of the joint examinations were more suited to candidates in the middle of the ability range for the subject. Nevertheless, the group was satisfied in most cases that the joint examinations were offering abilities that the joint examinations and had made it clear where attention must be given to extending syllabuses in order to provide for candidates at either end of the ability range.

The group believed that development work was still needed in the area of control guidelines, and that two main principles should be introduced. The first was that the joint examinations should be applied in the preparation of syllabuses: schools should have appropriate choice of syllabus and CSE boards should have the right to choose the syllabus which is possible, in users as well as in schools.

It emphasised the School Council recommendation for a severe grading scale, on the grounds that pupils could see some common work as old and new and between the old and new systems, that teachers and examiners familiarly with each grades would help to ensure standards are maintained.

Committee members

R. H. Bird, DES; Miss S. J. Brown, HM Inspectorate; A. M. G. Christopher, secretary, Inland Revenue Staff Federation; Ron Cocking, head, Colmers Farm Junior School, Birmingham; Walter Cooke, head, Highgate Comprehensive School, Gateshead (died 17 March 1978); Mrs Lorna Denton, parent member of National Confederation of Parent Teacher Associations National Executive, secretary, Derbyshire Federation of Parent Teacher Associations; S. Green, head, Northfield Comprehensive School, Northampton; A. H. Jennings, head, Ecclefield Comprehensive School, Sheffield; P. H. Halsey, DES;

Peter, Horton, chairman, Sheffield Education Committee; J. A. Hudson, DES; Dr Harharu E. Morash, chairman, Shropshire Education Committee; David E. Mumford, principal, Cambridge College of Arts and Technology; B. W. E. Pearson, chairman, Education and Training Committee, Birmingham Chamber of Industry and Commerce; Dr William Taylor, director, University of London Institute of Education; Mrs Pat Turner, national women's officer, GPMWU; J. E. Williams, head, Penryn High School, Cornwall; Miss Sheila D. Wood, secretary, Joint Executive Committee of the Joint Four.

Costs: maybe more, maybe less

In an attempt to get a clearer picture of the costs of running a common system, the committee set up a Cost Study Group, backed by accountants from the DES, local authorities and the firm of Fox, Marwick, Mitchell and Company.

Details of their study is given in Part Two of the report.

Commenting on their findings, the committee says: "Information was not available about the expenditure of the boards under the present system on a consistent basis and there was therefore no ready way of pointing out the cost of the present system of examining. For the first time, it was possible to detail the educational and administrative character of new arrangements and the group made a range of differing assumptions about each possible system. The cost of the present system would have a major effect on costs. On the other hand, their task was to estimate the effect of a common system on costs and were not called upon to assess other factors which will influence the cost of examining—most notably the number of pupils who will present themselves and the number of subjects for which they will enter. With this in mind, the group's study of examining costs was based on a comparison between the expenditure on the present dual system in a recent year and the expenditure that might have

been incurred had a common system been in operation."

Describing its attitude to the cost group's report, the committee says: "The possible increase in cost discussed in the group's report is very small in terms of overall expenditure on schools. But they should also be seen in relation to the cost of examining. The board expenditure on all activities, including A levels and overseas examining, amounted to about £21m in 1976. 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Little rank and file support for vouchers

Holland Minister saves 4,000 jobs

10-11-1968

The reports are currently under review by the National Board of Schools. They will be taken into consideration when the national board puts together its programme for pupil care. They will also be discussed at special courses for school staff.

One of the two working groups led by school supervisors, Anna Britt Høglund, proposes that supervisors should be employed for all

Every pupil should have the right to equal care and attention in school wherever they live in Sweden. For this reason, the working group calls for the creation of compulsory supervisor posts that would qualify for state financial assistance.

The supervisors' function would also include providing information about social and family legislation, study grants, housing and ju-

surand.

LETTERS

Merits or otherwise of Rasch

Doubts about a programme with political overtones

Sir,—I read with great interest the letter by A. S. Willmott ("The heavy use of Rasch", June 30) defending the use of the Rasch analysis as a technique which is likely to prove very useful indeed in the research context. As a user of this technique for a number of years I would support his claims concerning the stability of the measure in relation to a number of studies of interest which cannot be overestimated. I am also satisfied that the technique is far from being unproven and that the NFER team is well aware of its several limitations.

My fears for its use are not connected with the technique itself, which I believe to be well chosen for a research enterprise of this character, but with the fact that it is linked to a programme of national assessment which has political overtones.

There are reservations related to those of the Rasch technique as Willmott admits and I am sure his findings will be couched in terms which underline these limitations. In the public and political debate which must follow however, I lack the conviction that these reservations will be sustained or that they will be understood at a time when the technique in use rests upon a great deal of private knowledge.

On a more specific point I am uneasy that in using the Rasch technique for very large scale assessment of this kind we are using a very accurate measuring instrument upon only one dimension of the problem and one which may turn out to be only partly relevant. Thus although we have in the Rasch technique, an excellent means of attaining in relation to well de-

fined test content we do not yet sufficiently understand the influence of curriculum coverage nor can we be confident about the control of curriculum breadth in the item banking context. Therefore, while the achievement dimension will be criterion referenced I believe that the curriculum breadth dimension will continue to be norm referenced for a considerable time.

The problem is illustrated by the following example. B. Choppio is on record as saying that one rough and ready result which research has thrown up is that "the amount of learning in a school subject appears to be about two wils per year (leading) . . . to a definition of a centiwil (as) about the average amount of learning in a single school subject in an average school day" (Choppio, 1976). While the first statement is undoubtedly observationally correct the second is a misrepresentation of the way in which elements of the curriculum are related.

The "dilly" dose of one centiwil would only be true in terms of the curriculum breadth tested by the final examination and would not be true in terms of the gain in attainment in that day. In experimental work at Bristol we have been able to demonstrate mean class gain of the order of one centiwil in a single two hour teaching session on the topic covered by that lesson.

In a situation where schools attach different emphasis to the way in which examinations influence their curriculum this kind of problem makes a relevant comparison of schools or even different years very difficult to achieve and even more difficult to interpret fairly. B. L. M. CHAPMAN, School of Education Research Unit, Bristol University.

Attraction of the middle way

Sir,—I am grateful to Derek Foxman for his clear and helpful letter to me, dated July 7, 1978. To continue the debate in full detail would require too great a share of your columns, and I must leave your readers to make their own judgments. There are, however, two points that I should like to raise.

I accept at once Derek Foxman's assurance that all the items used in the TAMS tests, of course, but a direct check was not possible since these have not been published. My doubts arose from internal evidence alone, in that a few items seemed unlikely to have survived the process of selection. One example (quoted here with numbers altered) is "How many dots is eight greater than two?" Another requires the pupil to know whether or not a number can be put on to its back both ways round. The true explanation may lie in the severe pressure of time under which the monitoring team have had to work.

It is instructive to compare Derek Foxman's letter with that of his colleague Alan Willmott ("The heavy use of Rasch", June 30), in relation to the proposed use of the Rasch method of analysis. As your news item in the same issue makes clear, this is a highly complex matter, debated by psychometricians with the favour of unadvised teachers while the uncomprehending layman dismisses it as a mere technicality.

Although the method is complex, it is not as complex as it is made out to be. It is a simple, to quote Alan Willmott, "with its use, 'contaminability of standards' may be obtained from one year to the next on a precise basis". If this is truly within our grasp, it is well worth striving for.

It is well worth striving for, but it is well worth striving for in a way which does not appear very attractive on pragmatic grounds. Should Rasch prove unworkable as I believe it will, this is to continue the pattern and format of the tests very much as they are, and to utilize the results by conventional methods. From this a great quantity of useful data will emerge, and will no doubt be presented to an expectant public as if it was just what had been intended all along. But it will not be, and it will not help in any significant way to resolve the "decisions" standard.

Yours faithfully, MARTIN LEONARD, 6 Lincoln Croft, Sleaford, Leics.

where
WARNOCK SUMMARY

The July/August issue of WHERE contains a 12-PAGE summary of the Warnock Report on the educational needs of handicapped young children. Separate copies are now available PRICE 30p incl. postage from AOE, 18 Victoria Park Square, London E2 9PB. Tel: 01-880 4586.

WHERE is the monthly education magazine published by the Advisory Centre for Education. It is available on subscription, price 25.00 a year of 12 issues by Bankers Order. Write to us for more details, or for your copy of the Warnock summary.

Remedial help: attitudes matter most

Sir,—The long-awaited Warnock report is with us at last but it is clear that in the present economic climate there is going to be a delay in the implementation of many of its recommendations. It is to be hoped, however, that economic constraints will not be allowed to cloud the fact that many of these recommendations do not necessarily involve increased expenditure but rather a change of attitude towards the education of handicapped children and attitude change need not cost money. This need for a change of attitude is no more evident than in the case of the remedial services.

In the TES of June 16 Douglas Davidson was rightly critical of the view that a new kind of professional should be appointed to cater for the needs of the gifted child ("Gifted also need remedial skills"). He went on to point out that remedial services already possess professionals more than adequate to cope with children showing problems of adjustment whether they be slow learners or high-flyers. Without wishing to enter the controversy over the education of the gifted child, I wholeheartedly agree with this philosophy of extending the work of the remedial services to include all exceptional children.

Warnock makes strong recommendations with regard to the integration of handicapped children in the ordinary school but betrays more than a hint of pessimism when it comes to counting the cost of in-service training which this policy assumes. Once again, however, we already have the personnel, and only a change of attitude is required. The trained remedial specialist already possesses many of the skills, knowledge and experience in the teaching of handicapped children in the ordinary school. Remedial departments contain people skilled not only in teaching children with difficulties but also skilled in counselling and diagnostic techniques. After all, remedial difficulties and emotional problems rarely exist in isolation.

In Somerset a small band of peripatetic teachers is already working in this way, assisting with the treatment of emotionally disturbed children in the ordinary school. Implementing treatment strategies devised by the psychologist. This is a trend which could so easily be extended with the full cooperation of the psychological services and combined with the experience of our colleagues in special schools. The path for collaboration between the remedial services, special schools and educational psychologists has never been wider.

Remedial services today need no longer work solely within the nationally narrow confines of the teaching of the slow learner or the teaching of reading. They have much to offer working alongside educational psychologists and engaged in the diagnosis and treatment of all kinds of learning difficulties. Only a change of attitude is required. Only a change of attitude is required. Only a change of attitude is required.

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Oxford entrance

No more wrath in high places?

Sir,—Last October you published a letter from me in which I suggested that Oxford might do well to provide some "closed places" for maintained schools, which were inevitably handicapped in competition with independent schools. Although at the time this brought down upon me the wrath of a number of eminent people, I

was pleased to see that Oxford has now started a scheme to relax entry requirements for selected pupils from certain inner London schools. I applaud this small step in the right direction.

L. R. B. ELTON, Professor of Science Education, Surrey University.

Isolated in small schools that have not had a fully comprehensive intake, may not display their full abilities in conventional examination results when competing against pupils from schools devoting their energies to Oxbridge.

Furthermore, it is a fact that in the past 10 years there has been a dramatic shortage of well-qualified science teachers. In these circumstances, many inner city schools had difficulties in catering for all their pupils, including the most able. The Oxford colleges see this as a disadvantage in the "closed places" for bright students at a disadvantage. July 7. At no time has the inspectorate expressed this view.

The point Mr Heop has missed is that applicants for university from inner London schools are still the products of a selective system. Only in September, 1977, was selection made for no fewer than 38 grammar schools and in 1973 for 44. To describe the sixth formers emerging from the remnant schools as the products of a re-organized system is, therefore, a simple error, easily avoided by the intellectually scrupulous.

What the LEA Inspectorate and the five Oxford colleges recognize is that despite this selection process, there emerge in schools other than grammar schools a number of pupils who are very gifted. Selection at 11 years of age is a fallible process. Several universities have rolled and these Oxford colleges have now joined them, that late developers or pupils relatively

Cut back to the bone

Sir,—It would be nice to think that the next Government, whether Tory or Labour, would be to a position to cut the spending on school building. As your recent leader suggested ("Tories in Confusion", June 30), unfortunately the cuts have already been made. Capital expenditure on school building, which was 10.1 per cent of total education expenditure in 1972-3, has already been reduced to a miserable 3.2 per cent for the current year, and is planned to go still lower.

There can be little profit for the future government, and none for the education service, in any further reductions.

ADRIAN CHADBURN, Lecturer and Student Counsellor, Southall College of Technology, Beaconsfield Road, Southall, Middlesex.

DAVID STREETER, Deputy Head, Mayfield School, London, SW15.

Report should not be a closed book

Sir,—Following individual complaints from parents and teachers at the Inner London Education Authority's Under 16s School for the Blind at Wembley, the LEA sent a team of inspectors. Their report upheld many of the complaints and made suggestions for action to remedy them, was presented to the school's governing body last week. Despite the obvious fact that the report was not available to those closely concerned with the school.

Copies of the report have, however, been made available to some journalists, and there was a lengthy summary of it in the *Times* on July 4. It is the responsibility of those leading the school to ensure that the report is made available to all concerned, and suggestions for innovation and change can be fully considered with-

out anyone feeling inhibited and under threat. Such a situation must be supported by the fullest communication of appropriate information.

The recently published Warnock report on the education of handicapped children emphasizes that "parents should be treated as partners in the exchange of information wherever possible" and "relevant information should be shared between professionals concerned with meeting an individual child's needs whenever there is the best interest of the child and his parents".

Can the LEA really believe that it is furthering the interests of the school and the children in it by withholding this report?

PETER NEWELL, Director, Advisory Centre for Education (ACE) Ltd., 18 Victoria Park Square, Bethnal Green, London E2 9PB.

Why vouchers are a dead duck

Sir,—What, pray, is wrong with members of the Conservative Party "expressing widely divergent views" on vouchers or any educational topic? Is any person, body or party anywhere in possession of the right answers to any problem? The essence of the Conservative Party policy is "autonomy to the LEAs" in preference to crumbed stone tablets from Whitehall demi-gods. This general philosophy cannot prevent, and will not prevent, healthy debate on a variety of subjects.

The favourite Mrs Seldon never gives up, but I think it is time for her to recognize that vouchers are a dead duck for many reasons, all of which are spelled out clearly in the Kent feasibility study. She shows her true motivation in this matter, though when maintaining the status quo, she is not a very good person. I respect and would fight for those who wish to use the independent sector, but I am bound to state that my principal concern is for the 95 per cent of children in schools run by educational authorities. The voucher has been proven useless in such an area.

Having read the Kent study carefully, I venture to suggest that the Ashford division, the main problem is that the best provision for their children at age 13 would, given a free choice, transfer their sons and daughters to "upper schools". All parents want the best for their offspring, and I believe that all should be given the opportunity to get the best. Surely the answer for Ashford is to reorganize to a fully comprehensive system, enabling every child to have equality of opportunity, doing away with the utter nonsense of "guided parental choice".

Yours faithfully, GEOFFREY WOOLLARD, County Councillor, Chalk Farm, Botsbarn, Cambridgehire.

Sex, violence, death

Sir,—With reference to the article "Who shall we tell our children?", June 30, I am sure that the school is reversing the truth by suggesting that experiences of sex, violence and death can blot out all sensitivity and ability to learn. For example, his experience of the med, immoral and violent Europe of 1945 seems to have sharpened his sensitivity and spurred him to authorship with a more concern. Life is shocking, but helping young people "to come to terms with" horror seems one way to blot out the kind of sensitivity and ability to learn in literature.

The way death is hidden away in our society is better described as "emotional deprivation" than a "coming to terms with nasty facts".

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La penna della mia zia...

Sir,—I could hardly believe my eyes when I read "Crails point reached" (July 7) in your report of the National Congress on Languages in Education that "with falling school rolls there is a possibility that language teachers will have to be prepared to be more versatile by offering more than one language".

So there is hope, after all, for those thousands of teachers, graduates in German, Spanish, Russian and Italian, who spend nearly all their time teaching ubiquitous French! Not only are we prepared to be more versatile, we are striving at the least to be able to teach what we were trained for.

Let us hope that educational administrators and curriculum developers agree with the national congress.

MICHAEL J. SMITH, 15 Golden Hind Park, Diden Park, Southampton, SO4 5BQ.

Provision for the under-fives

False picture

Transport is the real problem

Sir,—I feel that I should comment on your article "Playgroups reach saturation point" by Virginia Makins, published on July 7.

This article could give a totally wrong impression of the position in nursery education to anyone who was not closely involved in the work. Playgroups, from Pre-school Playgroup Association's own statistics, may have reached saturation point but this is certainly not the case in nursery classes and schools. In these areas demand far exceeds supply. We use 14 nursery classes in this area as practical training establishments and every one of these classes has a considerable waiting list. Most of the children in these classes are aged four plus and participate only part-time. Many of the schools would welcome the opportunity to include children of three but are forced to exclude them because of the lack of places.

This points to the fact that many parents still prefer to send their children to nursery classes or to schools which comply with the best standards of child care implemented by trained nursery teachers and supported by qualified NNEB assistants.

Many of these nursery classes and schools are purpose-built for children three to five, which is an odd reason why many parents feel them to be the best provision for their children. Playgroups are not a substitute for the uniform, professional standards of nursery classes and schools, they are a very useful addition to the still unsatisfactory provision for children under five.

M. P. FINKEL, Education tutor, NNEB course, Thurrock Technical College, Woodview, Grays, Essex.

Need of the children who wait

Sir,—I am astounded by the report of the Pre-school Playgroups Association that any further increase in pre-school care will result in saturation point ("Playgroups reach saturation point", July 7).

In my school I have a waiting list of over 200 names with only 65 places. Many of these children will never be admitted.

In addition there are constant requests from social workers, health visitors, etc. to admit children with special needs. These include children of special parents with emotional and behavioural problems, physical handicaps and speech disorders and expelled pre-school playgroup children.

This is an area where there is one other nursery school, a nursery class, numerous playgroups, a day nursery and child minders.

The Pre-school Playgroups Association is too complacent about its own care. There is still a desperate need for nursery expansion to meet the demands of the children in the above categories and the demands from parents who would like their

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All the above courses will take place at Wellesley Court, Olton College, Cambridge. Further details may be obtained from the Course Office, Cambridge Institute of Education, Sharncliffe Road, Cambridge CB2 3BX (telephone Cambridge 0223 0881).

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Sport



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Millfield take two cups from tennis finals

Millfield School's tennis players continued their domination of the Aberdare and Glanvill Cups with victories in the finals at Queen's Club, London.

The girls, after a year as runners-up, resumed their winning ways in the Aberdare Cup and the boys won their third consecutive victory in the Glanvill Cup. They have now won 18 times in all.

The event is three matches of doubles in each competition against three other schools. Millfield won all their encounters, but dropped a match in each case.

Millfield's toughest opponents in the girls' competitions were Persse School, Cambridge, and in the boys' section, the strongest opposition came from St Paul's School, London.

Aberdare Cup: Millfield beat Persse 2-1. Queen Mary's School, Lytham 3-0. St Michael's School, Perth 3-0. Persse beat St Mary's 3-0. St Michael's 3-0. Queen Mary's beat St Michael's 3-0.

Glanvill Cup: Millfield beat St Paul's 2-1. Bolton School 3-0. Slough Grammar School 3-0. St Paul's beat Bolton 2-1. Slough 2-1. Slough beat Bolton 2-1.

Girls will get their chance

Girls with a year to play cricket will get their chance later in the year when the new junior coaching scheme set up by the Women's Cricket Association.

On the four Sundays of this coming November there will be sessions at 12 different sports centres for about 400 girls.

The scheme is, in effect, a talent-spotting exercise, although it does not exclude girls who already know how to play, as part of a plan to generate greater interest and improve standards in the 12 to 16 age group.

Those whose talent is spotted will be chosen for two intensive coaching weekends next February in Cambridge, Chesterfield, Gloucester and Guildford.

Many secondary schools have already shown a big interest in the November plans, and there is little doubt that all the places will be taken up.

Several of the best juniors could well have a chance to play against the visiting Dutch side later in the summer and the West Indies visitors who will be touring from May to July next year.

Coaching inquiries to: Sam Waller, Association, 154 Upper Street, London N1 1RA.

Good win for Epsom golfers

Epsom College won the annual London schools invitational golf tournament, which was held at the Royal Golf Club, Epsom, Surrey, on 11 and 12 November.

This was five better than last year's score of 184, the lowest score in the history of the tournament.

The team, captained by Peter Wall (74), and John Reynolds (75), were next best in the individual list.

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400 head for the water

by Stanley Levenson

More than 200 sailing dinghies, nearly twice that number of sailors and girls took to the water at Bussell's, Cumbria, from 10 to 12 November for the annual regatta of the National School Sailing Association.

Many more wanted to compete but could not be accommodated. Altogether there are 31 of craft with Mirror (50), Enterprise (21), the most two-crewed boats and 16 Laser, most favoured single-handed.

After a practice session on day morning the crews (one in five girls) then take part in a series of five races in different classes until Wednesday.

The regatta's climax is the regatta for the Mount Has Trophy, Thursday, confined to Mirror dinghies.

Crews in all the events will sail for about 75 minutes in the regatta. The regatta is sponsored by the British end of Helly-Hansen, Norwegian clothing firm.

Skateboarders

Schoolchildren in the Leamington Borough of Leamington have no trouble occupying the idle hours during the summer vacation.

The council's new 91-acre Leamington Park at New Cross, includes a skateboard area, open tomorrow.

The Sports Council contributes 75 per cent towards the £100,000 cost.

COURSES

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School as straitjacket

Alan Twelvetrees argues that

community workers in

schools and colleges are failing

to meet the needs of

the communities they are

supposed to serve

Many schools are now becoming community colleges, where new forms of teaching are devised, and attempts are made to involve adults in the school and the school staff in the community. To facilitate this process some schools employ community tutors or community workers, part of whose job is to do this "community work".

As a community development worker I both welcome this movement and regard it with apprehension. It should help to break down some of the barriers between school and community. But I can see school-based community workers making all the mistakes I made, when I started out as a community development worker employed by a voluntary agency on a difficult housing estate. Schools face many problems in doing community work.

First, it can be simply an attitude and an approach to their work, used by people mainly employed to do something else—the caretaker, who, instead of trying to protect the community using "his" building is actually cooperative; the social worker who listens with community groups and involves them in helping their clients—for example, by asking an elderly person who has moved into a block of flats just before a bank holiday, as there has been no time to provide a home help.

This is such an all-embracing definition that everybody could be called a community worker. To use the phrase in this sense seems to me to devalue it. Nevertheless, it is often used in this way.

The second type of activity to which the term could be said to apply is that of unpaid work of various kinds; but this definition is not particularly helpful, either.

Third, we have the "specialist" community worker. People employed in education are mainly involved in this type of community work. Yet I believe they should shift their emphasis towards "generic" or community development work.

One of the best examples of a specialist community worker can be found in social services departments. Here workers are often employed with the word "community" in their title. Their job may be to set up good-neighbourhood schemes, liaise with pre-school playgroups, or work with volunteers. They will be involved with individuals and organisations in the community who are doing their own thing, but these workers will only be allowed to work within the terms of reference of the social services department—that is, broadly speaking work with "care" groups.

If a tenants' association wants to oppose the construction of a motorway, set up a parents' association, or give evidence to the planning department about the development of industry in the area, the specialist community workers will not be allowed to become involved in that process. They may often be hamstrung by the rigidity and bureaucratic weight of the social services department, as well as by other factors—political considerations, for example.

Specialist community work starts where the agency is rather than where the client is. It restricts the worker from seeing the community, the needs of which do not fall into neat departmental divisions. Instead, the worker is confined to the people, the community, into which he or she is recruited.

Community workers in community schools and colleges are con-

cerned to get the community to use the school rather like a community centre, to run informal adult education classes, perhaps even outside the school. They may be concerned to promote a range of independent activities within the school, or to run things themselves out of the school.

But they are not normally involved in enabling groups outside the school to organise to achieve what they want to do, which might not involve any aspect of the school. The work they do is often laudable, but it is not generic community work or community development, because they are dominated by their education and school straitjackets.

"Generic" or community development workers, from whatever base or agency they work, get to know individuals and groups in the community, discover their needs, and help to mobilize them to take collective action to meet those needs. The faith of community development workers is that through taking responsibility themselves people will develop more confidence and skill and subsequently become involved in influencing things which affect their lives. But this can only happen if the people, and not the worker or the school, are in charge of their activities.

Adults of all social classes often distrust and sometimes fear school and education. If you ask them what their needs are they do not normally reply in educational terms. They may, however, mention their poor-quality council housing, the bad bus service or the lack of play space.

A main principle in community development, therefore, is that the worker does not go about telling people what they should have. Community schools and colleges are, if only by implication, doing exactly this. The community tutor starts with what the school can offer rather than with what people need.

Community development workers get to know people where they live. They try to understand the community not from the standpoint of the school, but from a more objective one; and they develop a sense of allegiance to the community, or at least to certain groups within it, rather than merely to the school.

After having got to know the area, they normally become involved with a range of community groups, whose purpose is to improve the quality of life. The activities of these groups will not be educational in any obvious sense, although they will produce educational benefits for the participants, particularly the leaders, who develop skills in organising community activities.

Should school or college based community workers also teach? The way this is dealt with in most community schools reveals the lack of understanding by most educationalists of the elementary requirements necessary to practise community work—or anything besides teaching. If a school employed a dentist, would he be expected to teach too? Are school secretaries expected to teach? If not, why are community workers expected to?

Community tutors should be able to do that community work full-time. Community work is a job in its own right. It is certainly as difficult as teaching; but it is different. Community workers have different objectives and require different knowledge, skills and attitudes. It takes a considerable time to build up the skill, as well as to develop local knowledge and contacts.

They are also required to make different sorts of relationships with people than teachers are. Their role is essentially different. They establish colleague-type relationships with those in the community with whom they are working—for instance, they are usually on first name terms.

On the other hand, the relationship between teachers and parents of children at the school is quite different. When I talk to my daughter's teacher I do not use her first name. Although she is not in authority over me, I accept that she has some authority over my daughter and that she, the teacher, will decide what in her judgment is the best way to organize her resources to teach my daughter.

Youth workers are in a quite different position. The kids come of their own free will, and the workers have principally to befriend them before they can do anything with them. They often say that they have to switch from a befriending role in the club to a role whereby they exercise more authority when they teach in the school, and so experience role-conflict.

Community workers are even more different ones, because they are not working with the same target group. The one thing local people do is complain about everything—including the school and its teachers. How can tutor-workers gain people's trust and work with them on a range of projects when they are not only employed by the school, but teach there too? If, for example, they have punished a child, this will affect their relationship with its parents.

I don't think teachers are any more blinkered than social workers or doctors. Nevertheless, the present approach by schools and colleges to community work is too narrow and specialized. Teachers are unaware that there is an extensive literature on community development upon which they could draw to develop this very important area.

Alan Twelvetrees is a lecturer in community work in the department of social policy and social work, University College of Swansea. This article is a shortened version of a paper given at Stantbury Campus at a conference on "The Community School and Community College" earlier this year.



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Tel. Rochdale 31248
Required for September, 1978:

SCALE 1 GRADUATE TEACHER OF CLASSICS

The person appointed should be able to teach Latin throughout the school, including C.S.E., G.C.E., 'O' and 'A' levels. Also to offer Greek to G.C.E., 'O' and 'A' levels in the sixth form.
The School has a thriving Classics Department in which Latin is offered to all year groups. Greek is offered in the sixth form.
Application should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience together with the names and addresses of two referees.
Closing date: Friday, 4th August, 1978.

BISHOP HENSHAW MEMORIAL R.C. (13-18)

Shaw Road, Rochdale OL18 4PX
Tel. Rochdale 47761

Required as soon as possible:

PHYSICS SCALE 1

Application should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience together with the names and addresses of two referees.
Closing date: Friday, 4th August, 1978.

IMMIGRANT EDUCATION SERVICE

CABLEMERE SCHOOL
Twesdale Street, Rochdale OL11 1HH
Tel. Rochdale 47761

Required for September or as soon as possible after wards.

SCALE 1 (plus S.C.A.)

to work not only on initial language teaching but also second phase language development work with the migrant children in the 10-16 age range. Intent of Junior experience an advantage but not essential.
Applications should be by letter immediately to the Head Teacher at the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.
Closing date: Friday, 4th August, 1978.

ilea INNER LONDON EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:—

Design and Technology Home Economics Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (132), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.



EDUCATION COMMITTEE

PWYLLGOR ADDYSG DYFED
Yn eiddau ar gyfer 1st o Fedi, 1978, neu cyn cynydd eg sydd bosibl ar ôl hynny:—
YSGL MAES YR YRFA
Cefnethlin, Llanelli (476 o ddiegyblion)
Athr neu Aithrweia i ddwygu T.A.U. Hanes drwy gyflwynu y Gymraeg, a'i gynhyrchu gyda Daerdyddiaeth yn y doberthidau iest. Swydd Graddfa 1.
Swydd Dros Dro am Fwyddyn yn Unig.
Cafleddu drwy llythyr yn rhod manyddon llawn am gymwy. eileu a phroffed, ynghyd ag enw a chylchredau deu genitor, a'i gylchred Ysgol eryn 7ed Awst, 1978.
Ni cheniethir caniatáu.

Required by 1st September, 1978, or as soon as possible thereafter.

QUEEN ELIZABETH CAMBRIA COMPREHENSIVE SCHOOL
Carmarthen
(on the site of Queen Elizabeth Girls' Grammar School)
Honourable Graduate to assist with the teaching of History throughout the school. Scale 1 post.
Applications by letter, giving details of age, qualifications and experience, together with the names and addresses of two referees, to the Headteacher of the School by 7th August, 1978.
Conveying either directly or indirectly will disqualify. W. J. Phillips, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

COMPREHENSIVE SCHOOLS

Scale 1 Post

ROKEBY SCHOOL

Pitchford Street, London, E15 4RS

Roll: 1,181

Head Teacher: Mr. J. Dougan, B.A., LL.B., F.R.S.A.

Required for September, 1978:—

PHYSICS

Teacher required to join a large science department to teach Middle and Upper School Physics to C.S.E., 'O' and 'A' levels.

GENERAL SCIENCE

Teacher required for General Science mainly in the Lower School.

METALWORK

Teacher required to join well equipped department, C.S.E. and G.C.E. 'O' level.

MATHEMATICS

Teacher of Mathematics required to join a large department, C.S.E. and G.C.E. 'O' and 'A' levels.

REMEDIAL

Teacher of Mathematics/English for remedial department to teach mainly in small groups.

BURNHAM SCHOOLS: PLUS LONDON ALLOWANCE
£402, plus SOCIAL PRIORITY ALLOWANCE £201 or £276.

Applicants should be by letter immediately to the Head Teacher (Tel. 01-634 8848), to whom they should be returned as soon as possible.

Applicants should be by letter immediately to the Head Teacher of the school, giving details of age, qualifications and experience, together with the names and addresses of two referees.

Education Department COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application forms should be sent direct to Head of the school, or as soon as possible, together with the names of the referees, to the Education Department, 81 St. George's Road, Hove, Brighton BN1 9QJ.

Geography
Scale 1 post. To be second in the department, to teach Geography to 'O' level and 'A' level. The successful applicant will be expected to teach Geography to 'O' level and 'A' level. The successful applicant will be expected to teach Geography to 'O' level and 'A' level. The successful applicant will be expected to teach Geography to 'O' level and 'A' level.

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SECONDARY Geography

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COUNTY COUNCIL
EDUCATION DEPARTMENT
Scale 1 Post

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SECONDARY Geography

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EDUCATION DEPARTMENT
Scale 1

Royal County of BERKSHIRE

YOUTH AND COMMUNITY TUTORS

£5,109-£5,676

Required for new posts of major importance based at a few miles South East of Reading at Sandhurst and Edgborough Comprehensive Schools and the associated Youth and Community Centres.

The work, which will be demanding, calls for vision and initiative. Both vacancies offer an opportunity to develop educational, social and cultural activities, particularly with young people, and both also have a development and liaison role with the community and with voluntary youth groups. There will be opportunities to play a role within the social educational programme of the schools. A sports hall is being built on the Edgborough School site.

For an informal talk about this work telephone John Ashdown on Reading (0734) 55881. Details and application forms available from Director of Education (YCS), Education Department, Kennet House, 80/82 King's Road, Reading. Closing date: 4 August.

Royal County of BERKSHIRE

Closing date: August 4, 1978.

DETACHED YOUTH AND COMMUNITY WORKER

£2,712-£3,537 plus '76/77/78 Pay Awards (NJC Scales 11)

Applications are invited from suitably qualified men and women for this vacancy in Reading, within the Berkshire Youth and Community Services. The post offers a wide divergent opportunity to participate within a professional service. Comprehensive in-service training and personal supervision provided.

Application forms and further particulars from the Director of Education (Y and C), Kennet House, 80/82 Kings Road, Reading.

COLLEGES OF EDUCATION continued

LONDON, S.W.7.

On 10th August 1978, the

ST. MICHAEL'S MONTESSORI

CENTRE

22 Prince's Place, London S.W.7

is seeking part-time (15 hours per

week) teachers for the following

SUBJECTS: ENGLISH, HISTORY, GEO-

GRAPHY, GENERAL SCIENCE, and

HANDWORK. Salary according to

experience.

Apply in writing, with curriculum

vitae to the Principal, at the above

address. Interviews last week of

July or first week of September.

Adult Education

BIMBA PROJECT

CO-ORDINATOR
See Youth and Community.

Community Homes and Associated Institutions

DEVON

NATIONAL CHILDREN'S HOME

Nyssa Court, Seaton, Devon

An excited community home with

education on the premises for 30

boys and girls on the ages of

10 and 14 years.

Applications are invited for a

teacher to be based on the premises

from 1st September 1978. The

teacher is required who could offer

GENERAL EDUCATION and specialise

in CRAFT and POTTERY.

The service is fully resourced

and has a good reputation. The

teacher will be involved in an

exciting and challenging work.

Salary is according to the current

scale plus housing allowance and

allowance of £1,000 per annum.

For further details and application

forms, please contact Mr. A. H.

Jones, M.A., at the above

address. Applications should be

sent to him by 10 days after

publication of this advertisement.

Apply by letter giving full details

of experience, qualifications and

salary requirements to the

Director of Education (Y and C),

Kennet House, 80/82 Kings Road,

Reading, RG1 1UG.

GLoucestershire

COUNTY COUNCIL

SOUTH PAK COMMUNITY

SCHOOL

Required for September 1978

for the post of SENIOR

TEACHER, GENERAL, at the

South Pak Community School,

Gloucestershire. Salary

according to the current

scale plus housing allowance

and allowance of £1,000 per

annum. For further details and

application forms, please

contact Mr. A. H. Jones, M.A.,

at the above address. Applica-

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DORSET

COUNTY COUNCIL

YOUTH SERVICE

HANWORTH YOUTH CENTRE

Applications are invited from

suitably qualified and experienced

persons for the post of

YOUTH SERVICE OFFICER, at

the Hanworth Youth Centre,

Dorset. Salary according to

the current scale plus housing

allowance and allowance of

£1,000 per annum. For further

details and application forms,

please contact Mr. A. H. Jones,

M.A., at the above address.

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